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ABSTRACT

This publication focuses on the teaching quality goals and priorities of nine Southeastern U.S. states (Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, and Tennessee), reviewing each state's Title II proposals. The report highlights seven priority areas of focus for regional alliances: constructing teacher and teaching data and accountability systems; linking student and teaching standards; identifying teachers' content-specific professional development needs; developing performance-based teacher education, licensing, and induction systems; revising teacher testing; identifying, selecting, and training mentors and assessors; and revising re-licensing systems. The publication also examines other areas of focus and potential initiatives: alternative high quality routes into teaching; professional development for college and university faculty; expanded professional development schools; and effective principals' institutes for new leadership to support teaching quality. Overall, the states are at different points in developing prototypical models and the necessary blend of political, policy, and technical support to achieve their respective goals and objectives. However, their goals are extremely similar. An appendix presents a summary of state Title II teacher quality enhancement program priorities. (Contains 10 references.) (SM)

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Teaching Quality in the Southeast:

A Call for Regional Action

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By Barnett Berry and JB Buxton

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Mission Statement

Through conducting research, informing policy, and engaging leadership, the Southeast Center for Teaching Quality enhances opportunities for all students in the region to have competent, caring, and qualified teachers.

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Preface

In 1996, the National Commission for Teaching and America's Future published *What Matters Most: Teaching for America's Future*, a report on the state of the teaching profession and the nation's schools. Calling for an audacious goal — to ensure that every child has a caring, competent and qualified teacher for every class — the Commission emphasized the need to place teacher development as the central strategy for school reform.

The report assembled a substantial body of research as the basis for arguing that without a renewed and sustained commitment to teachers' learning and professional development, the goal to dramatically enhance school performance for all of America's children is likely to remain unfulfilled.

What Matters Most concluded that an impasse had been reached in school reform. Most schools and teachers cannot achieve the goals set out in new standards — not because they are unwilling to change, but because they do not know how to proceed toward achieving these goals — and because the systems they work in do not support them in learning to do so. The Commission's report offered a counterpoint to current laissez-faire approaches regarding who teaches and how teachers are prepared, recruited and selected, then inducted, supported, assessed and rewarded. It proposed reform in five key areas. Educators and policymakers must:

1) Set professional teacher standards that are linked to new student standards;
2) Ensure high-quality teacher preparation and professional development;
3) Improve teacher recruitment and hiring practices;
4) Reward teacher knowledge and skill; and
5) Design schools that are organized for student and teacher success.

More important than the national-level attention to the Commission's work has been a widespread policy effort at the state level, where most education policy is made. Immediately after the release of the report, seven states joined the Commission as partners. Working collaboratively with the support of their governors, state education departments and legislators, education leaders began to develop strategies for implementing the Commission's recommendations. Since late 1996, eight additional states — three within the past few months — have become partners. The group of 15 state partners now includes Alabama, Georgia, Idaho, Illinois, Indiana, Kansas, Kentucky, Maine, Maryland, Missouri, Montana, North Carolina, Ohio, Oklahoma and Washington. Each partner state is pursuing the Commission's vision given its own context, priorities, and needs. Now, leaders in three more Southeastern states — South Carolina, Mississippi and Louisiana — have expressed interest in joining the Commission's partnership network, and several other states, including California and Hawaii, are considering an affiliation as well.

The Southeast, which led the nation in school improvement efforts in the 1980s, is now paving the way in terms of teaching quality reforms. All Southeastern states have launched major reforms in this area, and for this reason, the BellSouth Foundation and the University of North Carolina are supporting the work of the Southeast Center for Teaching Quality. As a regional affiliate of the Commission, the Center was launched in early 1999 to create and manage teaching quality actions collectively identified and agreed upon by states, districts, organizations, associations and networks in the region, as well as to provide more in-depth support to the Commission's state and local partners in the Southeast.

This publication focuses on the teaching quality goals and priorities of nine Southeastern states.* In doing so, we hope to bring to light how the states can work together to enhance their teacher development reforms, especially with the recent support of the U.S. Department of Education Teacher Quality Enhancement Program. *Teaching Quality in the Southeast: A Call for Regional Action* can provide policymakers, practitioners and researchers with a clear picture for defining a shared agenda for advancing teaching quality throughout the region.

**This review was based on nine state Title II proposals submitted to the Center. After the review was completed, a tenth state, Arkansas, expressed interest in this effort. Thus, we have included Arkansas in some of the data reviewed.*

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Executive Summary

The Southeast Center for Teaching Quality
University of North Carolina – General Administration

As new standards for student learning are introduced across the states, there is growing attention to the role that teacher quality plays in supporting and sustaining school improvement. Evidence is mounting that teachers' knowledge of content and their commitment to the children they teach make the most important difference in student achievement (National Commission on Teaching and America's Future, 1996; Sanders and Rivers, 1996; Ferguson, 1991). In the past few years, more than 25 states have enacted legislation to improve teacher recruitment, education, certification or professional development (Darling-Hammond, in press).

In addition, there is a growing knowledge base about the importance of teacher education and professional development in raising student achievement (Kennedy, 1999; Cohen and Hill, 1997; Wiley and Yoon, 1995). At the same time, however, many policymakers raise the question whether improving standards for teachers will create even more dramatic teacher shortages, especially since estimates place the total demand for new teachers at 2 million to 2.5 million through 2008, averaging more than 200,000 annually.

In a recent analysis, Linda Darling-Hammond noted that about half of the new entrants to the profession are likely to be newly prepared teachers, and about half will be those returning from the reserve pool of teachers. Recruitment challenges are exacerbated by a mismatch between the kinds of teachers colleges and universities produce and the kinds of teachers needed to teach, as well as by a mismatch between where teachers are needed and are willing to teach. Grossly inadequate recruitment incentives and cumbersome hiring and licensing procedures further exacerbate these challenges. Clearly, there are teacher shortages in some areas — like mathematics, physical science, special education and bilingual education — but the United States annually produces many more new teachers than its schools hire. To make matters more vexing, only about 60% of newly prepared teachers enter teaching jobs after they graduate, and many report that they cannot find jobs. And because of poorly designed and inadequately funded new-teacher support and assessment systems, up to 30% of new teachers leave the profession within three — 50% in urban areas.

Unfortunately, this issue is even more complex — given that teacher supply, demand and quality is compounded by the fact that talented (and fully qualified and licensed) teachers of today and tomorrow must know and do much more than those of yesterday. New advancements in teaching knowledge ñ driven by advancements in cognitive science, early childhood development, ways in which students learn to read, specific strategies to teach particular content areas, etc. — demand even more rigorous teacher standards that are directly linked to student achievement goals and assessments.

Given the enormous number of new teachers needed during the next decade (more than half of whom will be first-time teachers), Congress recently re-authorized Title II of the HEA (Higher Education Act) to ensure that teachers will be well-prepared to teach all students to the highest standards. Title II of the HEA provides new opportunities to invest in the recruitment, preparation, licensing and support of teachers. The Teacher Quality Enhancement Program, funded at $75 million in FY99, focuses on three areas: teacher preparation partnerships, teacher recruitment and state grants.

The state grants program lays out a framework for states to improve the quality of their teaching force through such reforms as:

- Strengthening teacher-certification standards to ensure that new teachers have the necessary teaching skills and academic content knowledge;
- Holding institutions of higher education accountable for preparing teachers who have strong teaching skills and knowledge of their content areas;
- Establishing or strengthening alternative pathways into teaching for highly qualified individuals, including mid-career professionals and former military personnel; and
- Reducing shortages of qualified teachers in high-need areas — especially in high-poverty urban and rural areas.

At this time, no state has developed a fully comprehensive approach to linking teacher recruitment, preparation, licensure, evaluation, professional development and compensation. However, much progress is being made, as evidenced by the growing number of states and districts using the comprehensive teacher development policy framework envisioned by the National Commission on Teaching & America's Future (1996) in its report, *What Matters Most: Teaching for America's Future.*

In spring 1999, 40 states submitted proposals to the U.S. Department of Education. In July, the Teacher Quality Enhancement Program awarded $33.4 million to 24 states to begin developing more coherent teacher development systems that will ensure that every child has access to competent, caring and qualified teachers.

The Title II state Teacher Quality Enhancement Program, along with the school-university partnership and recruitment grant programs, can provide unique opportunities for states to put the pieces of the teacher development puzzle together. However, meeting these goals will require, as Michael Fullan (1998) described in his recent analysis of

impediments to teacher education reform, new ways to disseminate best practices and prototypes, and a blend of political, policy and technical advancements.

The Southeast, which led the nation in school improvement efforts in the 1980s, is well-positioned to further teaching quality reforms. For example:

- Virtually, every governor and state legislature in the region has put teaching quality at the top of the agenda;
- University presidents in several Southeastern states are supporting teaching-quality initiatives and recognizing that teacher education must be the responsibility of the entire system;
- The Columbia Group, a consortium of business-supported public policy centers in eight Southeastern states, has launched a coordinated regional response to *What Matters Most* with the release of *Teachers and Teaching in the Southeast.* This report examines the status of teaching and has been used during the past two years to galvanize attention on issues of teaching quality in the region;
- Four states — Alabama, Georgia, Kentucky and North Carolina — already have joined the state partnership network of the National Commission on Teaching & America's Future; and
- Ten states in the region submitted Title II Teacher Quality Enhancement Program proposals, with six receiving grants.

The Southeast Center for Teaching Quality was launched in early 1999 to create and implement a collective agenda for teaching quality throughout the region. This past spring, center staff conducted an assessment of nine southeastern Title II state grant proposals — from Alabama, Georgia, Florida, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina and Tennessee.

This document represents a departure from most traditional education policy and reform publications. Rather than offering a set of policy prescriptions based on research, *Teaching Quality in the Southeast: A Call for Regional Action* is meant to define issues and outline an agenda for collective action based on participation by those in the region. As such, it does not offer prescriptive policy ideas for adoption in the states, but a process by which state leaders can examine research-based evidence and solutions as well as formulate policy that meets their goals and addresses shared interests throughout the region.

The nine state Title II proposals revealed a range of priorities focused on teacher and teaching quality. (See Appendix A for summaries of each state's proposal.) While the reports call for a range of new approaches, a number of issues and strategies emerged as common challenges throughout the region:

- Establish teacher and teaching data systems to create informed policy choices;
- Link student and teacher standards;
- Identify teacher professional-development needs;
- Develop a three-tiered system of performance-based licensing;
- Revise teacher tests;
- Identify, select and train mentors and assessors; and
- Revise re-licensing systems.

In addition, other priorities were articulated by some, but not all states, including:

- Develop high-quality alternative routes into teaching;
- Deliver professional development for higher education faculty;
- Expand professional development schools; and
- Build effective administrator training programs to support quality teaching.

In the review of state proposals, the center found that each state had expertise on one or more of the above priorities. That is, regional collaboration would be enhanced through state efforts in planning and implementation in each of these areas. Given the level of ongoing effort to address many of these issues, the center believes that much can be gained from creating a network of policy makers, practitioners and business leaders throughout the region to focus on Title II teacher quality reforms.

Based upon the analysis of each state's proposed priorities and strategies, the center has identified seven collective action steps for the region that focus on shared regional challenges and that pose the largest hurdles to developing comprehensive, high-quality teacher development systems.

The center recommends using new or existing policy leadership groups to take the following action steps:

1) Support and link state-level teacher and teaching data centers across the region.

2) Draw on the expertise of arts and science, teacher education and public school faculty from each state to support an alignment between teacher and student standards.

3) Develop a regional researchers' network to conduct key studies on professional-development issues.

4) Share lessons learned in creating effective three-tiered performance-based licensure systems.

5) Establish new-teacher testing standards that can produce coherent definitions of teacher quality across the region and support interstate teacher licensure reciprocity.

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6) Share lessons learned in the creation of effective statewide or district-wide induction and mentoring programs.

7) Establish a framework for creating coherent teacher re-licensure requirements linked to student standards as well as to teacher evaluation and advanced degree programs.

To launch this regional strategy, the Southeast Center for Teaching Quality, initiated by the BellSouth Foundation, is involved in a number of initiatives.

First, the Center is working with the U.S. Department of Education to define ways to provide technical assistance and leadership development to the states in the region that submitted Title II proposals. Such an effort will focus on many of the issues, priorities and proposed actions defined above.

Second, the Center has been awarded a grant from the Ford Foundation to launch Title II research and network activities in the region.

Third, the Center has been awarded a grant from the Spencer Foundation to support a researchers' roundtable focused on teacher and teaching issues in the region. The center is in the process of launching the Southeast Teaching Quality Research Network, designed to network researchers, build capacity within universities to develop policy-relevant research and support cross-state studies that can yield powerful data and findings — especially in light of the Title II teacher-enhancement grant awards in the Southeast.

Fourth, the Center anticipates funding from the Z. Smith Reynolds Foundation to support teacher quality data and reporting efforts in North Carolina, especially in light of Governor Hunt's First in America initiative.

Fifth, the Center is involved in a five-year, four-state (including North Carolina) study of the policy and practice linkages among teachers, teaching, and student learning.

Sixth, the Center is involved in a multi-state study of higher and teacher education policy in light of pressing teacher supply and demand issues.

These action steps are not meant to suggest the creation of separate task forces or duplicative teacher policy leadership efforts already under way in the region. Much can and should be done in conjunction with groups such as the Southern Regional Education Board (SERVE), the federal lab for the Southeast and the Columbia Group. However, based upon an analysis of the state proposals as well as feedback from a variety of stakeholders and constituencies in the region, these action steps represent shared priorities and strategies that could galvanize collective action among states, districts and organizations throughout the region. Without such an alliance, the region will face even more challenges in ensuring quality teaching for all students.

Teaching Quality in the Southeast: A Regional Call for Action

As new standards for student learning are introduced in each state, there is growing attention to the role that teacher quality plays in student achievement (Ferguson, 1991; National Commission on Teaching and America's Future, 1996; Sanders and Rivers, 1996). In the past few years, more than 25 states have enacted legislation to improve teacher recruitment, education, certification or professional development (Darling-Hammond, in press).

Because our nation's schools will need to hire 2.2 million teachers during the next decade (more than half of whom will be first-time teachers), Congress recently re-authorized Title II of the HEA (Higher Education Act) to ensure that teachers will be well-prepared to teach all students to the highest standards. Title II of the HEA provides new opportunities to invest in the recruitment, preparation, licensing and support of teachers. The Teacher Quality Enhancement Program, which received $75 million in funding in FY99, focuses on three areas: teacher preparation partnerships, teacher recruitment and state grants.

The state grants program lays out a framework for states to improve the quality of their teaching forces through educational reforms that:

- Strengthen teacher certification standards to ensure that new teachers have the necessary teaching skills and academic content knowledge;
- Implement initiatives that hold institutions of higher education accountable for preparing teachers who have strong teaching skills and knowledge of their content areas;
- Establish or strengthen alternative pathways into teaching for highly qualified individuals, including mid-career professionals and former military personnel; and
- Reduce shortages of qualified teachers in high-need areas, especially in high-poverty urban and rural areas.

The Teacher Quality Enhancement Program is critical, especially since about half of the new entrants to the teaching profession are likely to be newly prepared teachers, and about half will be those returning from the reserve pool of teachers. Recruitment challenges are exacerbated by a mismatch between the kinds of teachers colleges and universities produce and the kinds of teachers who are needed to teach, as well as by a mismatch between where teachers are needed and where they are willing to teach. Grossly inadequate recruitment incentives and cumbersome hiring and licensing procedures further compound these challenges. Clearly, there are teacher shortages in some areas — like mathematics, physical science, special education and bilingual education. But overall, the United States annually produces many more new teachers than its schools hire. To make matters more vexing, only about 60% of newly prepared teachers enter teaching jobs after they graduate, and many report that they cannot find jobs. Because of poorly designed and inadequately funded new-teacher support and assessment systems, up to 30% of new teachers leave the profession within three years (and 50% in urban areas).

Furthermore, teacher supply, demand and quality is complicated by the fact that teachers of today and tomorrow must know and do much more than those of yesterday. New advancements in teaching knowledge — driven by advancements in cognitive science, early childhood development, ways in which students learn to read, specific strategies to teach particular content areas, etc. — demand even more rigorous teacher standards that are directly linked to student achievement goals and assessments.

These issues are central to the Title II state (as well as recruitment and partnership) grants program, and they raise the question of how states can create and sustain more systematic and systemic approaches to teacher development and student achievement.

In the spring of 1999, 40 states submitted proposals to the U.S. Department of Education. In July, the Teacher Quality Enhancement Program awarded $33.4 million to 24 states to begin creating more coherent teacher development systems designed to ensure that every child has access to competent, caring and qualified teachers. The Title II State Teacher Quality Enhancement Program, along with the accompanying school-university partnership and recruitment grant programs, can provide significant opportunities for states to develop such systems. All nine Southeastern states — Alabama, Georgia, Florida, Kentucky, Louisiana, Mississippi, North Carolina, Tennessee and South Carolina — submitted Title II proposals. The Department of Education awarded six grants in the region to Alabama, Arkansas, Georgia, North Carolina, Tennessee and South Carolina.

As a first step in supporting the region's teacher-quality goals, the Southeast Center for Teaching Quality conducted a formal analysis of common state priorities as identified in the nine state proposals. This analysis, developed from a careful review of specific context, goals, and the policy and practice of each state, is the basis for building a Southeast map of regional teaching quality priorities, data needs, and leadership development strategies.

Our initial review of the nine state grant proposals revealed considerable consistency in cross-state plans and priorities. At the same time, it is clear that each state has differing abilities to address its respective needs. Some states already have created strong mechanisms to bring key, diverse stakeholders and constituencies together around a common teaching-quality agenda, while others already have developed strong conceptual frameworks for proceeding with more complex teacher licensure systems.

Some already have developed a more robust framework for collecting and reporting teacher-quality data as part of a larger educational accountability system.

The Title II proposals revealed that each state brings experience and strengths in a wide range of teacher and teaching policy issues. For example:

Teaching Data Systems: Kentucky, Georgia, and North Carolina already are developing frameworks and separate infrastructures for teacher and teaching data systems.

Standards: Georgia is successfully deploying a national model in linking standards for its K-12 students and those in higher education. The University of North Carolina has created a higher education system-wide approach to teacher education reform.

Evaluation: Kentucky, Georgia, and North Carolina are piloting the use of teachers' work samples to document teaching candidates' performance. Nearly all of the states are piloting the ETS Test of Teacher Knowledge — a much more rigorous and authentic assessment of the kinds of knowledge and skills beginning teachers must possess — that could be used in a revised teacher testing system.

Professional Development: The National Faculty is identifying teachers' professional-development needs in Kentucky, Louisiana, and Mississippi through an "instructional audit" process, while Alabama has established a successful state-level, content-specific professional-development model for reading and literacy.

Rewarding Knowledge and Skill: North Carolina, Mississippi and Florida have significant numbers of national board-certified teachers who could be called on to provide leadership and service as mentors and assessors for performance-based teacher development systems.

Alternate Pathways: Tennessee has a post-baccalaureate teacher licensure program that is providing prospective teachers from other professions or academic backgrounds a high-quality alternate route to teaching in the classroom.

Administrator Training: North Carolina, through its Principals' Executive Program, has extensive experience in administrative training that is focused on teacher-development needs.

Unfortunately, a number of these productive efforts under way are not necessarily known or followed by key decision-makers in other states. And, many more effective state initiatives (not necessarily identified in the Title II proposals) could be identified and drawn upon in building regional alliances. The state teacher and teaching policy strengths outlined above reveal that each state has substantial expertise. For each priority area, the states have begun development and implementation efforts, which can serve to inform and guide efforts throughout the region.

While the states call for a wide range of new approaches to enhancing teaching quality, the four most commonly noted priorities among the states are to:

- Establish teacher and teaching data systems to manage supply and demand needs, report on quality indicators and create new P-16 system-wide accountability;
- Link student and teaching standards, involving arts and sciences, teacher education and K-12 faculties;
- Identify teachers' professional development needs and connect content-specific teaching strategies with K-12 student standards; and
- Develop a three-tiered performance-based system encompassing teacher education, licensing and induction systems.
- A revised performance-based system also makes it necessary to focus on three other areas, which require additional collaborative implementation efforts. States must:
- Revise teacher-testing systems (more appropriate measures, cut scores, etc.);
- Identify, select and train mentors and assessors for performance-based teacher development systems; and
- Revise re-licensing systems and state professional development requirements.

Other issues — identified by a portion of the states — offer further opportunities for cross-state collaboration. These issues call for collaboration to:

- Create high-quality alternative pathways for mid-career entrants;
- Develop new administrator training (principal institutes) for teacher-development reforms;
- Create professional development for university faculty; and
- Expand professional development schools.

Given the common challenges and priorities faced by the states and the promising practices or plans in place in each area, the center believes that networking states, districts and school-university partnerships could provide unique regional opportunities to collaborate on teaching-quality initiatives. States could develop stronger consensus on effective teaching policy approaches, share effective policies and practices across state and district lines, and create common data and reporting vehicles to influence effective policymaking.

Based upon analyses of the state proposals and feedback from numerous stakeholders and constituencies in the Southeast, the center has developed seven specific action steps for collaboration. In addition to these high-priority areas, the center has identified four other potential initiatives designed to yield considerable interest, support and action. The next section outlines the major challenges embodied in each priority area, and current state efforts and action steps that the region could take to address collective teacher and teaching-quality reforms.

Priority Areas of Focus for Regional Alliances

Priority #1: Constructing teacher and teaching data and accountability systems

As states in the Southeast work to improve their teacher-development systems, they are impaired by inadequate data, varying definitions used for indicators, differing data collection methods, and various reporting formats. Comprehensive, accurate and timely data and accountability systems are critical to support the policy development process. With the exception of general teacher supply and demand studies orchestrated by Southern Regional Education Board SREB during the last several years, the current state of teacher and teaching data collection in the Southeast states is, at best, haphazard. To be sure, states like Tennessee and Georgia have sound infrastructures for collecting and reporting data, but the systems are not compatible with each other and they do not necessarily address the most important teaching quality issues.

An example of one of the more vexing teacher quality issues is out-of-field teaching. It is clear from the state Title II plans (as well as other source documents) that different states may use the same label for classifying teachers who have vast differences in their qualifications. Every state defines out-of-field teaching differently, then collects and reports out-of-field data just as differently (see Table 1).

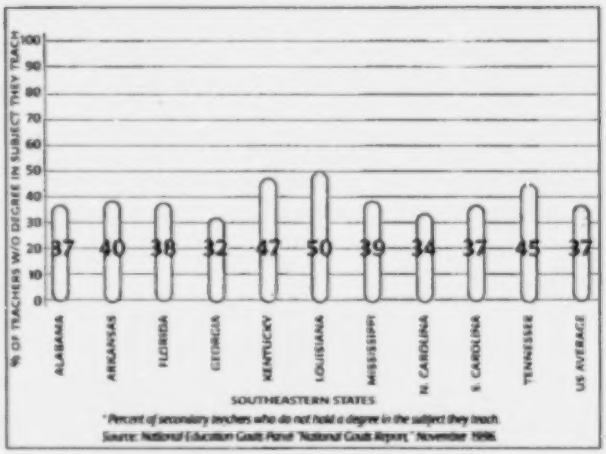
Table 1: A Problem of Definitions: Out-of-Field Teaching in the Southeast

STATE	STATE DEFINITION OF "OUT-OF-FIELD"
Alabama	Teaching outside one's field of certification
Florida	Teaching a course for which one lacks appropriate certification
Georgia	Teaching more than half of the instructional day out-of-field
Kentucky	Teaching in a position for which one doesn't have appropriate certification
Louisiana	Not meeting certification to teach in at least one specific certification area
Mississippi	Lacking proper certification/endorsements for courses that one teaches
North Carolina	Teaching one course per day out of one's licensure area
South Carolina	Teaching outside one's field of certification (subject to transcript analysis)
Tennessee	Teaching more than two courses outside of one's endorsement area

Source: *Teachers and Teaching in the Southeast*, The Columbia Group, 1998; Tennessee Dept. of Public Instruction

At best, even when state definitions appear to be similar, they are often quite ambiguous and can lead to reports such as those released recently showing that high percentages of teachers are teaching without degrees in the subjects they teach (see Table 2).

Table 2: Out-of-Field Teaching in the Southeast



*Percent of secondary teachers who do not hold a degree in the subject they teach.
Source: National Education Goals Panel "National Goals Report," November 1998.

These states face an even more pragmatic concern. New federal reporting mandates are putting pressure on states both to improve their current teacher data-collection systems and to develop new data points for monitoring and assessing teacher development and quality. The Higher Education Act of 1998 calls for increased reporting about state systems for preparing and licensing elementary/secondary teachers. Annual report cards, containing specific measures of the quality of teacher-preparation programs, will be due to Congress on April 7, 2001. States will be required to produce annual report cards and forward them to the Secretary of Education, while post-secondary institutions that have teacher-preparation programs are required to produce annual report cards and submit them to the states.

If states are to mount effective teacher- and teaching-accountability systems, establish useful licensure reciprocity or collectively manage the supply, demand and distribution of quality teachers, there first must be a common conception of quality teachers and quality teaching. At the outset, this would make common definitions and labels for different categories of teachers (provisional, probationary, out-of-field, advanced) necessary. If the teacher and teaching data are relevant, they must have some referent point. To establish referent points, there must be a more consistent infrastructure of data elements, definitions, collection and reporting formats.

Efforts to Build On: Georgia, through a soon-to-be-established Teacher Force Center, has already identified key indicators. These include supply-and-demand imbalances (and higher education responsiveness to teacher-demand needs), out-of-field teaching, supply of

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trained mentor teachers, professional development expenditures and effects, and new teacher and teacher/employer satisfaction. The center also plans to use its data collection to establish clear standards for teacher working conditions in an effort to stem attrition.

Georgia's Title II proposal has defined a quality teacher — information that will be used for the new data center and accountability system. Kentucky is developing a white paper, tentatively titled "Data Needs for Better Kentucky Teacher Policymaking," that will frame the development of its statewide teacher and teaching data system. North Carolina, through its Excellent Schools Act, is establishing a statewide teacher-education report card that will focus on, among a number of variables, what it calls customer satisfaction of teacher-education programs and graduates. In addition, North Carolina has established a statewide Research Council that will collect information on teacher- and teaching-quality indicators with links to other aspects of the public education system. North Carolina also has established a new professional teaching standards commission, which recently developed a set of consumer-friendly teaching standards that could be useful for the proposed indicator systems across the region.

Alabama has an invaluable resource in its Civitan Center at the University of Alabama-Birmingham, which has developed an educational, health and social service data system linking Alabama, Arkansas, Louisiana and Mississippi. Finally, with a grant from the Ford Foundation, the State Higher Education Executive Organizations is launching an interstate licensure reciprocity feasibility study that will begin to establish a stronger consensus on teaching quality and teacher standards.

Action Step #1: Supporting and linking state-level teacher and teaching data centers across the region.

Convening a regional alliance to address data collection and availability could lead to enhanced data systems that could:

- Assess the current status of each state's definitions, methods and reporting of varying categories of teachers (e.g., out-of-field teaching, provisional, probationary) and teaching (professional-development funding and effects);
- Develop a cross-state infrastructure of data elements, definitions, collection and reporting formats; and
- Establish the means for annual cross-state progress reporting and public engagement, drawing upon and informing a range of indicators from Title II report cards to Education Week's Quality Counts indicators.

This process will clarify the strengths and limits of each state's approach, assist policymakers and researchers in their decisions about which factors to use in their analyses of state-level data (e.g., out-of-field teaching), assist policymakers in interpreting what any given measure reveals about the extent to which qualified teaching exists, and develop a framework and database architecture for Southeastern states to define, collect and report on teacher and teaching indicators in comparable ways.

In addition to developing a set of teacher- and teaching-quality indicators linked to student achievement, such a regional approach could lead to a system that offers better supply-and-demand information across the region and supports more effective, efficient licensure reciprocity and portability systems.

Priority #2: Linking student and teaching standards

Throughout the region, states are making an effort to link teaching and K-12 curricular standards, with a focus on ensuring that arts and science, teacher education, and public school faculty construct a redesigned teacher development system with common and mutually reinforcing standards.

This is not a simple task.

First, stakeholders who heretofore have not worked closely together must agree on the P-16 standards. Second, systems should be developed to ensure that pre-service and in-service teachers can demonstrate that they meet the standards. (For example, instructional modules and performance assessments used in both pre- and in-service preparation need to be developed.) Third, professional development and reward systems must be developed so that both K-12 and higher education (including arts and sciences) faculty have the requisite knowledge and skills to implement the P-16 standards system.

Efforts to Build On: One nationwide effort, forged by the Standards-based Teacher Education Project (STEP) of the Council of Basic Education (CBE) and the American Association of Colleges of Teacher Education (AACTE), is already under way to create these specific linkages, using a clear process and requiring definitive outcomes. CBE and AACTE are working directly with the commission's partner states, and Georgia along with NCTAF partner state Maryland have become leading-edge states in this area. Kentucky has been selected to become a third STEP partner, and Indiana will be the fourth. While South Carolina is not a commission partner state, its Title II proposal calls for following the STEP model.

In addition, North Carolina has created a unique system-wide approach to teacher education reform for all state public colleges and universities. Also, North Carolina, in its plans to align teaching and student standards, is planning to develop Web-based instructional modules. Kentucky is planning to do the same with its Teacher Academies, just as South Carolina is through its proposed Governor's School for Excellence in Teaching. These efforts could be enhanced greatly by closer ties with the Atlanta-based National Faculty, which is supporting teachers in learning and using content-specific teaching strategies forged among

expert K-12 and university faculties. The National Faculty already is involved in extensive content-specific professional development in Georgia, Kentucky, Mississippi and Louisiana.

Finally, the National Board for Professional Teaching Standards (NBPTS) has a teaching assessment system that links teacher and student standards. Three Southeastern states lead the nation in board-certified teachers, and for the 1999 academic year, these states have the highest number of teachers taking these rigorous exams: North Carolina (1,706), Florida (1,643) and Mississippi (633). The board's assessments mirror what empirical research reveals about the links between a teacher's professional development and increased student achievement. The growing use of the STEP model for linking teacher and student standards, collaboration with the National Faculty and the growing numbers of board-certified teachers in the Southeast provide ripe opportunities for alignment, collaboration and use of expert teachers in school-university consortia.

Action Step #2: Drawing on the expertise of arts and science, teacher education and public school faculty from each state to support an alignment between teacher and student standards.

Members of this alliance would share best practices and products around the CBE/AACTE teacher and student standards alignment efforts, the National Faculty and NBPTS. It would create efficiencies in developing instructional modules and performance-based assessments for teacher education candidates. Also, this same network could work to ensure that arts and science course content matches both current and future subject-matter teacher tests. This is especially important as more states enact higher base scores for prospective teachers on subject-matter and teaching-knowledge tests.

Finally, the Kentucky Commonwealth Virtual University, the University of North Carolina system's Best Practices Center and South Carolina's proposed Governor's School for Excellence in Teaching could provide a high-tech medium to support a cross-state alliance in this area. This particular alliance could be particularly helpful in informing policymakers on joint P-16 partnerships and use of expert teachers in school-university collaboratives.

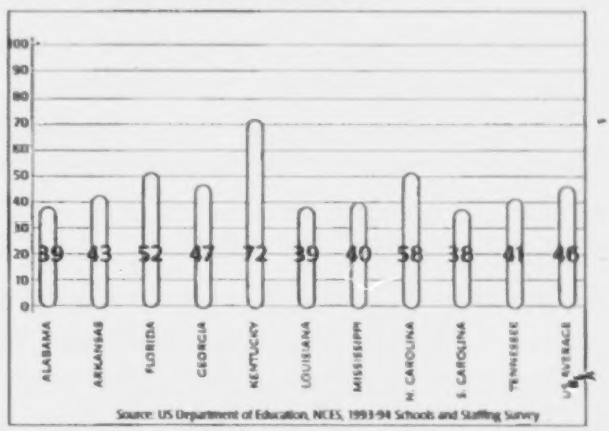
Priority #3: Identifying teachers' content-specific professional development needs

All states in the region are seeking some means of re-conceptualizing and redesigning professional development focused on content-specific teaching knowledge that leads to student- achievement gains. This is important given the emerging empirical basis for designing effective professional development systems. Recent studies have shown that the kind and quality of professional development for teachers make a difference in promoting student achievement (Cohen and Hill, 1997; Wiley and Yoon, 1995; Brown, Smith, and Stein, 1995).

In a 1999 national survey, teachers reported they were ill-prepared to meet many of the challenges they face. As the report [this report or report of survey findings?] shows, they are hungry for better training and support. Among other survey findings, no more than 20 percent of the respondents considered themselves very well-prepared to integrate educational technology into their instruction. They expressed the same low level of confidence about meeting the needs of students with disabilities and those whose English is limited. About 28 percent felt very well-prepared to use student performance-assessment techniques effectively; 41 percent said they felt generally the same way about putting new teaching methods into practice; and 36 percent said the same about implementing new curriculum standards. The report shows that the teachers who received more professional development tended to feel better prepared. In addition, while 70 percent of those who had been mentored by another teacher said the experience significantly improved their teaching, less than 20 percent of teachers overall had received such guidance.

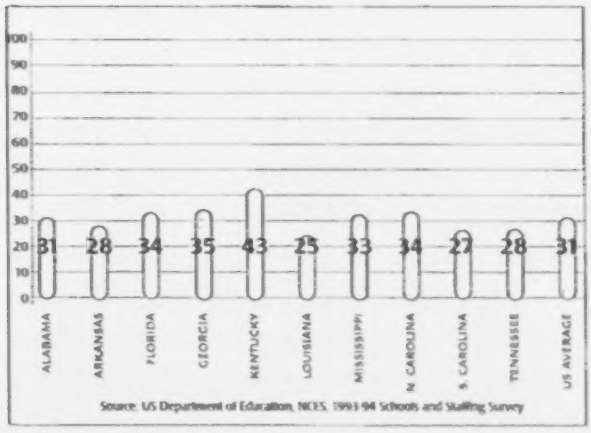
In general, the typical Southeastern teacher had eight hours or less professional development per year. Except for those in Kentucky, North Carolina and Florida, less than one-half of the teachers in the Southeast have more than one full day of professional development per year (See Table 3).

Table 3: Professional Development Opportunities: Teachers with more than 8 hours in last year



No state has figured out how to deliver a content-specific professional-development system for all its teachers, and none has a mechanism to track what it is spending on professional development and what the outcomes are. Even those states with a specific intent to do so have little or no technical architecture in place to meet this goal. Too few teachers in

Table 4: Teacher Influence on Inservice Content



the region, and the nation as a whole, have too little influence on the content of their professional development (see Table 4).

Efforts to Build On: Georgia's School Performance Council has documented the characteristics of professional development in effective schools. Researchers at Georgia State University, working with the Georgia Partnership for Excellence in Education, have begun to count and catalog professional-development expenditures in the state. Districts in Kentucky, Mississippi and Louisiana have been working with the National Faculty and are beginning to employ an instructional audit process to document teachers' professional-development needs relative to student standards. And, the Southeast Center for Teaching Quality is working with two federally funded research and development centers, the Center for Teaching Policy (CTP) and the National Partnership for Excellence & Accountability (NPEA), to document and understand the effects of teaching policy on teachers and student learning.

Action Step #3: Developing a regional researchers' network to conduct key studies on professional development issues.

The regional researchers' network could conduct cross-state studies that examine:

- The relationships among state and local professional-development offerings and expenditures, teachers' professional-development needs and experiences, and their effects on student curriculum and achievement; and
- Common definitions of professional development within the region that measure the extent to which teachers within and across states have access to the kinds of professional development shown to improve student achievement.

The regional network would draw upon the experts involved in national research efforts, as well as the National Faculty's district-level instructional audit, which assesses the capacity of teachers in terms of what they know and can do in the classroom with expectations established by district standards.

Without adequate and accurate information on the effects of professional development or how much is spent on different categories, states will have difficulty in creating their proposed new professional-development approaches, such as the teacher academies in Kentucky, North Carolina and South Carolina and the pilot professional-development schools in Georgia.

Priority #4: Developing performance-based teacher education, licensing and induction systems

Each of the states in the region plans to or is in the midst of creating a set of three-tiered performance-based teacher education, licensing and induction systems. These systems will require new means for assessing (a) prospective teacher candidates prior to entry into teacher-education programs, (b) teacher-education graduates' knowledge of subject matter and teaching and learning skills before they are licensed and hired, and (c) in-school performance of teaching skills during a teacher's first year or two of supervised teaching as the basis for a continuing license.

The development of these systems could be enhanced greatly by a process of regional collaboration rather than nine different state efforts (and investments) in developing essentially the same model. There are a number of technical advancements associated with creating valid and reliable performance assessments for teacher-education candidates as well as for initially licensed teachers. States, and the colleges and universities within them, do not need to (nor can they) create these assessments in isolation from each other. There is too much to do, expertise is limited and teachers are becoming far too mobile for states, colleges and universities to enact and maintain separate teaching quality-control systems. Furthermore, states that use common assessments with consistent, professionally set cut-off scores will also have the benefit of reciprocity, thus greatly expanding the pool of teachers upon which they can draw.

Efforts to Build On: Each of the states appears to be following a three-tiered performance-based licensure model, although there are considerable deviations. For example, North Carolina and Kentucky use the INTASC (Interstate New Teacher Assessment and Support Consortium) standards but are developing their own performance assessments with differing means to train assessors. South Carolina, Georgia and Louisiana are piloting and may use the new (and more rigorous) INTASC test for teaching knowledge, which will be ready by June 2000. South Carolina is now piloting the INTASC portfolios in science and art.

Action Step #4: Sharing lessons learned in advancing the creation of effective three-tiered performance-based licensure systems.

Participants in the network could share products, establish more

comparable teacher tests and coherent base scores, disseminate lessons learned and collect outcome data using a common framework in ways that lead to better state licensure reciprocity.

The network could, for example, work in collaboration with Connecticut, Indiana and other INTASC portfolio development states in the development and implementation of their system of performance-based licensing. The network also could share knowledge of best practices as well as impediments to licensure.

The National Commission has highlighted Connecticut's BEST program as an exemplary model for new teacher preparation, accountability and support. This two-year program is built from a mix of paper-and-pencil and performance assessments that link teacher education and induction. The program uses a basic skills test (or equivalent SAT or ACT score) to assess teacher candidates prior to entry into teacher education and requires that they have a minimum GPA in all college coursework. Student teaching and other pre-service clinical preparation focuses on student learning, and the required induction program prior to full licensure includes analysis of new-teachers' lessons through videotape and a portfolio assessment measuring their understanding of effective planning, teaching and testing strategies. Mentors and assessors are extensively trained, and teacher-education accountability measures are backed by extensive professional development opportunities and a school-based mentor-support program that requires teachers to attend content-specific teaching seminars in their first years of teaching. Much of the state's professional-development efforts focus on preparing teachers to support their new-teacher induction system.

Importantly, to address the issues involved in creating a more coherent and robust performance-based licensing system, the Southeastern region must:

- Revise teacher-testing systems (more appropriate measures, cut scores, etc.);
- Identify, select and train mentors and assessors for performance-based teacher-development systems; and
- Revise re-licensing systems and align state professional development requirements.

Each of these efforts is reviewed further and is specified as priorities #5, #6, and #7.

Priority #5: Revising teacher testing

The three-tiered performance-based teacher education, licensing and induction system described above also will require specific attention to revise teacher-testing systems (with more appropriate measures, cut scores, etc). Currently, there are marked differences in tests and criteria that are used for entry into teacher education and eligibility for a state license (see Table 5).

Table 5: Written Tests of Teacher Knowledge and Skill

STATE	BASIC SKILLS	PROFESSIONAL KNOWLEDGE	SUBJECT MATTER KNOWLEDGE
Alabama	Yes	Yes	No
Florida	College-level acad. Skills test	Yes	Yes
Georgia	–	–	–
Kentucky	Core Battery	Core Battery	Praxis II
Louisiana	NTE General	NTE Professional Knowledge	NTE Subject tests
Mississippi	–	Praxis II PLT	Praxis II Subject tests
North Carolina	PPST	Praxis II	PLT Praxis II and NTE subject tests
South Carolina	–	–	–
Tennessee	NTE/Praxis	NTE/Praxis Professional Knowledge	Praxis II and NTE subject tests

Source: State Departments of Education, CCSSO Policies and Practices Survey, August 1998

Compared to the rest of the nation, the nine Southeastern states have, by and large, adopted many of the same tests. However, they frequently use different forms of the tests and impose different cut-off scores for teaching candidates. For example, in mathematics, Georgia, Kentucky and North Carolina require the more-difficult math "content knowledge" exam and use all test modules (including the more demanding open-ended questions), while Mississippi, South Carolina and Louisiana require the less-rigorous general math exam. A quick glance across these next two tables will reveal common interests, but isolated decisions in setting the region's PRAXIS II cut scores (see Table 6 for Math and English content test information below).

Table 6: Content Test Information Comparing Math and English

	MATH				
State	NTE-Math (60)	Praxis M (61)	Praxis I (63)	Praxis II (64)	Pedagogy (65)
Alabama	–	–	–	–	–
Florida	–	–	–	–	–
Georgia	–	124	139	–	–
Kentucky	500	141	141	–	–
Louisiana	550	–	–	–	–
Mississippi	520	–	–	–	–
North Carolina	530	133	–	–	135
South Carolina	560	–	–	–	–
Tennessee	–	136	–	–	Cut score not set

	ENGLISH			
State	ELL (40)	ELLC Content (41)	ELLC Essays (42)	Pedagogy (43)
Alabama	–	–	–	–
Florida	–	165	–	–
Georgia	–	163	135	–
Kentucky	–	138	135	–
Louisiana	550	–	–	–
Mississippi	530	–	–	–
North Carolina		154	135	145
South Carolina	500	–	–	–
Tennessee	–	157	Cut score not set	Cut score not set

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Setting baseline scores is a complex process, often requiring months of debate within a state. The process to select modules and set cut-off scores is quite different for each state. However, the goals for each state in terms of teaching quality and criteria for what teachers need to know and are able to do are becoming more aligned as each Southeastern state's student standards begin to take on similar expectations. A complicating factor is the recent trend to raise cut-off scores as a measure of quality control. The key to achieving teaching-quality goals will focus more on the content of the tests and the standard-setting process, not simply on cut-off scores and percentile-ranking competition among states. Given the shared interests states have in teacher quality, a common approach to establish appropriate tests — and cut-off scores — may be worthwhile (as evidenced in other professions).

In addition, Southeastern states have more extensive teacher-testing policies in place than the rest of the nation, but they are still using tests that do not fully measure candidates' knowledge of teaching. (The state with the most comprehensive system in place at this time is Connecticut.) Yet, virtually all states are piloting the more performance-oriented Test of Teaching Knowledge, an open-ended response test that more fully captures whether or not teachers possess essential teaching skills. At $150 to $200 per teacher, this test is more costly than others. Although this new test will go far beyond any current teacher-licensing examination in attempting to measure an examinee's readiness to teach, it still will be a paper-and-pencil exam. But, it will do a much better job of measuring a beginning teacher's professional preparation in areas such as child development, theories of teaching and learning, and diagnostic skills. However, few cross-state dialogues have figured out how best to use this new test of teaching knowledge in both teacher preparation and as an entry requirement into the profession.

While each state's teacher-quality goals are similar, their strategic plans and capacity to meet these goals vary considerably. The Southeastern states need a more coherent, strategic approach to teacher testing — one that embraces those tests and processes that are shown to effectively assess teacher knowledge and quality.

Efforts to Build On: All of the states except Alabama have adopted the ETS Praxis I basic skills tests. All except Alabama and Florida have adopted the PRAXIS II subject-matter exams. Virtually all of the Southeastern states are piloting the ETS Test of Teacher Knowledge — a much more rigorous and authentic test of the kind of knowledge and skills beginning teachers must possess. In addition, Kentucky and North Carolina have piloted performance tasks for their new teacher-licensing system. In terms of assessment in the initial years of teaching, South Carolina is piloting the INTASC portfolios, and North Carolina and Kentucky already are developing performance-based assessments, modeled after the INTASC portfolio development project.

Action Step #5: Establishing new-teacher testing standards that can advance coherent conceptions of teacher quality across the region and support interstate teacher-licensure reciprocity.

A regional policy leadership group could map current practices, identify common courses of actions and establish protocols for aligning future policies and practices. A regional effort could develop closer ties into the INTASC portfolio project, which now has more than a dozen states (led by Connecticut and Indiana) involved in jointly creating performance assessments. This project also could provide important models, technical advancements and leadership-development opportunities for the states.

Finally, given that many teacher tests are built upon the assumption that they can be done inexpensively, the new performance-based focus could add considerable cost advantages to states, districts, colleges and universities, and individual teacher candidates. A regional policy leadership group could forge a framework and a means for embedding these more-expensive assessments within the preparation and induction system, yet not add more pre-service expenses for prospective teachers.

Priority #6: Identifying, selecting, and training mentors and assessors.

Whether they intend to use fully the INTASC system or not, each of the Southeastern states must demand a much more comprehensive system of identifying, selecting, training and using expert teachers as mentors and assessors in their induction systems. Induction programs should be connected to new-teacher assessments, and teacher experts need time to watch, lead and assess new teachers. Few states across the nation as well as in the region have well-developed induction systems at this time (see Table 7).

Table 7: Current Status of New Teacher Induction in the Southeast

STATE	INDUCTION PROGRAM REQUIRED AND FUNDED	STATE REQUIRES CLASSROOM PERFORMANCE ASSESSMENT OF NEW TEACHERS
Alabama	No	No
Florida	No	No
Georgia	No	No
Kentucky	Yes	Yes
Louisiana	Yes	Yes
Mississippi	No	No
North Carolina	Yes	Yes
South Carolina	No	Yes
Tennessee	No	Yes

Source: Education Week *Survey of State Departments of Education, August 1998*

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However, no state has identified the full array of organizational issues that must be confronted in order to ensure new teachers' access to mentors and to make sure the mentors are even qualified in their new teacher's field. At present, only Georgia and North Carolina have established a baseline set of criteria for selecting mentors. At the same time, the Southeast leads the nation in the production of board-certified teachers, who are ideal candidates to provide expertise and leadership in a state's actions to increase its expectations for teacher mentoring, new-teacher assessment and peer-review evaluation programs.

Induction and mentoring programs may add expense, but as research has indicated, they will yield increased new-teacher retention and lead to lowering the cost of teacher-education, recruitment and selection processes, as well as new-teacher support and assessment programs. Richard Ingersol's forthcoming analysis reveals that teacher attrition is significantly abated when new teachers report that their school is effective in assisting them. If these programs are to yield the promised return, they must be well-developed, thoughtfully implemented and carefully evaluated.

Efforts to Build On: Georgia has developed plans for a Teacher Support Specialist Certificate, created from the propositions of the National Board for Professional Teaching Standards, where it will be required for teachers to serve as mentors in the newly designed performance-based licensing system. North Carolina, with its increasing numbers of board-certified teachers, can provide extensive leadership in developing systems for deploying and compensating National Board Certified Teachers (NBCTs) as mentors and assessors without removing these experts from the classroom. In fact, North Carolina's Title II plan directly calls for identifying 30 NBCTs to be trainers of mentors ("Coach-to-Coach") and a specific initiative to train 1,800 mentors for the approximately 6,000 new teachers expected to go through the performance-based licensing and mentoring-support program for new teachers. However, North Carolina's state plan does not specify how they will select their 1,800 mentors. All other states are developing PBL systems, and most are calling for revised teacher evaluation systems (such as those in Alabama and South Carolina) that will require the identification, training and use of expert teachers in assessing the performance of their peers.

Action Step #6: Sharing lessons learned in advancing the creation of effective statewide or district-wide induction and mentoring programs.

A regional approach could take on a number of different efforts. For example, a regional study group on new-teacher assessment, induction and mentoring could be convened to help solve the technical and organizational problems inherent in pursuing these efforts. Similarly, state departments of education, higher education and state professional standards commission officials could share policy-development strategies and best practices for identifying, selecting and training mentors and assessors for performance-based licensing systems.

Priority #7: Revising re-licensing systems.

For the most part, state re-licensure requirements are out of sync with demands for new-teacher knowledge — especially in light of new student-curriculum standards and assessments, as well as social promotion policies. This is the case for the nation as well as the Southeast. For example, most states only require teachers to complete six college semester credits every five years, or some facsimile of staff-development units — e.g., 120 units in Florida and 10 units in Georgia (See Table 8).

Table 8: Current Professional-Development Requirements for Re-licensing (Re-certification) in the Southeast

Alabama	3 years education experience & 5 CEU's of PD or 3 semester hours of CEUs & 3 semester hours credit or 6 semester hours allowable credit
Florida	6 semester hours credit every 5 years or 120 staff development units
Georgia	6 semester credits or 10 staff development units every 5 years
Kentucky	3 years education experience or 6 semester credits every 5 years
Louisiana	1 semester of teaching every 5 years
Mississippi	Staff development
North Carolina	15 CEUs every 5 years
South Carolina	6 semester credits
Tennessee	6 semester credits

Source: State Departments of Education, CCSSO Policies and Practices Survey, 1998

With their Title II proposals, most Southeastern states intend to recreate their re-licensure systems with some form of a performance-based measure for veteran teachers. However, no state has defined how it will create a system that calls for veteran teachers to demonstrate specific performance and new skill development — e.g., teaching reading effectively to 7th graders, teaching algebra to 9th graders who have yet to master basic math skills, etc. However, some states — like North Carolina — already have made considerable progress, at least on paper.

In re-engineering teaching-standards systems, states have the opportunity to use re-licensing as a powerful tool to leverage needed change in professional-development and advanced-degree programs in education. Many teachers report that current graduate programs do not serve their professional-development needs in learning to help their students meet new K-12 academic standards. Furthermore, re-licensing reforms might set benchmark performances for those experienced teachers who serve as mentors for new teachers, clinical faculty in teacher- education and administrator-preparation programs, assessors in performance-based licensing systems and lead teachers who serve in a variety of school-reform roles.

Efforts to Build On: North Carolina is the first state to set forth

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new standards for re-licensing teachers as well as redesigning, through a system-wide approach led by the University of North Carolina-General Administration, all of the state's master's degree programs. These new advanced programs will be standards-based and linked to the national board assessments. Teachers who earn degrees or meet advanced competencies through this new system will earn an additional 10 percent in annual salary, and can serve as a strong connection among teacher re-licensing, advanced-degree programs and student-achievement goals in the state.

Georgia is calling for the graduate teaching programs in its public colleges and universities to be linked to the national board exam. Mississippi has an extensive and successful professional-development network that supports teachers who take the national board exam. In addition, Florida's Project STUDENTS (Skilled Teachers Use Data and other Effective New Techniques) will use a systems-planning model for supporting key stakeholders who can identify the professional-development needs of in-service teachers and align them with the state's re-licensure and teacher-evaluation systems. Currently, however, no Southeastern state has linked ongoing teacher evaluation with re-licensing standards, criteria and incentives — a critical need in the region.

Action Step #7: Establishing a framework for creating coherent teacher re-licensure requirements linked to student standards as well as to teacher-evaluation and advanced- degree programs.

This regional alliance could conceivably be built from the BellSouth Foundation's teacher-education redesign initiative or a regionally based Holmes Partnership effort. The alliance could focus on establishing decision rules that could create a common framework to assist states in developing coherent re-licensure systems that are performance-oriented and directly linked to student and teacher standards. In doing so, it would provide a roadmap for linking teacher evaluation, graduate programs and re-licensure standards. New incentives would be created to encourage more performance-based teacher-evaluation programs and more standards-based advanced-degree programs offered by colleges and universities. Such a system may actually help transform teacher-evaluation systems, especially since many practitioners and the public have little confidence in current evaluations.

More specifically, the alliance could help teach policy leaders to build common policy language that helps move states beyond course counting and contact hours and on to a common framework built from a wide number of promising practices. It would:

- Establish re-licensure standards and performances based on achieving board certification or becoming a trained assessor for performance-based licensure and/or new-teacher induction programs;
- Develop re-licensure portfolios designed around teaching and student standards and connected to individual teacher-evaluation results and school-improvement plans (using National Board for Professional Teaching Standards as a benchmark for processes and tools employed);
- Draw upon the National Faculty's instructional audit process (now used in two Southeastern states on a limited basis), which assesses the capacity of teachers in terms of what they know and can do in the classroom with expectations established by district standards; and
- Set standards for redesigned masters' degree programs (like North Carolina's), customized to each state's new student curriculum standards and social promotion policies.

Other Areas of Focus and Potential Initiatives

The state Title II grant proposals also addressed needs related to high-quality alternative routes into teaching, professional development for college and university faculty, the expansion of professional development schools and developing effective principals' institutes that prepare administrators for the needed teacher-development reforms. Although not all proposals addressed these efforts, they were important priorities for several states. Each of these priorities is discussed briefly in the following section. The center believes that each of these issues could evolve into viable, important regional initiatives.

1. Alternative high-quality routes into teaching.

Most of the Southeastern states — in particular Georgia, North Carolina, South Carolina, Louisiana and Kentucky — have already established alternative routes into teaching, and all of the states are creating new provisions to attract mid-career entrants into the profession. However, the programs' frameworks are unclear, and the degree to which they ensure high-quality preparation is uncertain. Very little data have been collected as to how many alternative routes entrants have used to enter and remain in the profession as well as to what extent they have the requisite knowledge and skills to ensure that all students can learn at high levels. In addition, many alternative routes eliminate student teaching under the direct supervision of an expert teacher, and on-site mentorship often fails to materialize due to the lack of organizational planning or capacity.

The Title II proposals from the states did not clearly define a high-quality alternative route. However, Tennessee, North Carolina and Kentucky are beginning to work on promising models. Research on this topic has revealed that high-quality alternative routes into teaching, with the expressed intention of attracting mid-career changers, tend to be 10 to 15 months in length before the candidate takes a teaching position as the teacher of record. These programs allow for less-cumbersome entry into the profession, but also allow for better-integrated coursework and extended supervision and staged entry into teaching. In some cases, these high-quality alternate routes into teaching draw upon the use of professional development schools — another identified priority in the state Title II proposals.

One such model for an alternative route into the profession might include an intensive campus-based summer learning experience focused on the essential skills of classroom organization, management and planning for teaching. In addition to coursework, interns would have half-time supervised teaching assignments, classroom observations, curriculum planning and tutoring experiences. These interns would be paid half of a beginning teacher's salary and would be assigned a paid mentor. University faculty could make supervisory classroom visits and co-teach seminars for groups of interns at school sites. In this model, a second intensive summer experience would follow the internship, ensuring that the prospective teacher possessed sufficient content and pedagogical knowledge.

Potential Initiative: A regional alliance could track developments in creating and supporting high-quality alternative pathways for mid-career entrants into the profession by assembling data, networking practitioners and informing policymakers.

2. Professional development for college and university faculty.

All of the state proposals address the need to align teaching and student standards as well as the professional-development needs of current K-12 teachers. Georgia, with its STEP initiative, has begun to align teaching and student standards across the P-16 system (and has specific plans with 10 public IHEs and their school partners). North Carolina and South Carolina will assemble discipline-specific panels of arts and sciences faculty and teacher-education faculty to link teacher and student standards and to develop a comprehensive plan to ensure standards-based professional development. North Carolina's plans call for professional development for teacher-education faculty. The National Faculty, based in Atlanta, has considerable experience in bridging together the work and expertise of higher education and K-12 faculties. It is important that arts and sciences faculty receive as much professional development as teacher-education faculty in learning to align their college subject-matter courses with what teachers need to know and do to support K-12 student learning.

Specifically, the use of board-certified teachers in North Carolina — and the growing numbers in Florida and Mississippi — could provide a powerful model for drawing upon the talents of these teachers to guide the teaching of both teacher-education and arts and sciences faculty in the other Southeastern states.

Potential Initiative: A regional initiative could convene state department of education, higher education and professional standards commission officials to create professional development for university faculty who need to transform their curriculum to support K-12 student and teacher standards.

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3. Expanding professional development schools.

Several states call for expanding their network of professional development schools (PDS), so that each college or university has at least one. No state has developed standards for what constitutes a PDS, although plans in Georgia and South Carolina address using NCATE's new professional-development school standards as a means to benchmark the PDSs.

Using PDSs in a kind of critical-care approach to professional development — as well as training and research — would be an important vehicle to support the preparation of both new teachers and mid-career entrants into the profession. Common definitions, new means for tracking progress and effects, and networking policymakers and practitioners around this potentially powerful intervention could be very useful. A proposed alliance in this arena could draw upon the important networks in the region already established — including BellSouth's teacher education redesign network and the Holmes Partnership. Perhaps most importantly, this particular alliance could capitalize on networking the recently awarded Title II partnership grantees in the region, which include:

- University of Miami
- Western Kentucky University
- Jackson State University
- Mississippi State University
- North Carolina Central University
- The University of South Carolina
- South Carolina State University
- University of Tennessee at Chattanooga

Potential Initiative: Convene a regional alliance of stakeholders who seek to expand PDSs in their states and support a cost-benefit analysis of current methods of teacher education and the feasibility of shifting to a more clinical education model (including the more extensive use of PDSs).

4. Effective principals' institutes for new leadership to support teaching quality.

Effective teacher-development policies must be built upon effective principals who can capitalize on drawing upon the expertise of knowledgeable teachers. Traditional educational administration programs are not held in high regard — especially in light of preparing principals for the demands of new student and teaching standards.

Now, North Carolina is transforming its Principals' Executive Program in order to align administrator in-service preparation with standards and assessments as well as the need to redesign schools for more robust teacher and student learning. Kentucky, Georgia and South Carolina are creating like-kind institutes with similar goals and objectives. The University of South Carolina is planning to develop an evaluation model for assessing the new South Carolina institute, and in doing so, could be part of a multi-state effort that provides both formative and summative data for these efforts.

A regional network of principal training institutes could facilitate the sharing of products and instructional, problem-based learning modules. Such an effort could lead to the development of shared frameworks, curricular modules and policy lessons in the development of new administrator training/professional development programs.

Potential Initiative: Develop a regional network to assist states in developing standards and curriculum for principals' training institutes.

Conclusion

The review of each Southeastern state's Title II proposal revealed that they are at different points in developing prototypical models and the necessary blend of political, policy and technical supports to achieve their respective goals and objectives. However, the states' goals are remarkably similar. Some of the proposals lay out specific steps to achieve a particular goal or objective, while others have only expressed the need to achieve a goal, with very little specificity in how to achieve it. To be sure, each state has current efforts that would be helpful to other states in the region as they all advance on their teacher-quality agendas.

It will be difficult to implement any one of these potential alliances without seriously addressing several others simultaneously. For example, as described above, the creation of a performance-based teacher development system will require the launching of a number of complex, interrelated reforms.

Also, leadership development and involvement of key K-12 and higher education decision-makers at every stage of the change process will be critical. To decide how best to achieve their ambitious goals, there must be a collaboration of teachers (including teachers of the year, board-certified teachers) and their organizations, state superintendents, higher education system heads, key college and university administrators, faculty and representatives of business-education partnerships. Creating regional synergy to support their respective goals and priorities can have a positive effect on the Title II teaching-quality reform agenda in the Southeast.

Each of the proposed alliances will require considerable technical support and coordinated research. Each proposed alliance, however, should not have to be orchestrated by separate policy leadership task forces, technical working groups and researcher networks. Instead, the Southeast Center for Teaching Quality intends to identify and support technical and research advisory groups that could support and link key stakeholders and constituents around specified priorities, working in concert with regional policy organizations such as Southern Regional Education Board; the SouthEast Regional Vision for Education (SERVE), and the Columbia Group, a network of influential business-education partnership organizations in eight of the nine Southeastern states.

To launch this regional strategy, the Southeast Center for Teaching Quality is working with the U.S. Department of Education to define ways that the center can provide technical assistance and leadership development to states in the Southeast that submitted Title II proposals, whether they received funding or not. Such an effort will focus on many of the issues defined above and will provide an opportunity for states to begin to work together to address shared interests, goals and priorities.

The relatively new center, launched in early 1999 with a planning grant from the BellSouth Foundation, already is involved in creating and supporting a number of initiatives to support teaching-quality priorities in the region. The Ford Foundation has also offered support for the center to launch a number of the proposed initiatives.

In addition, the Center will work closely with the National Conference of State Legislatures and the National Governors Association, who just jointly received a grant to support policy maker institutes and technical assistance around Title II teacher enhancement efforts.

The Center has been awarded a planning grant from the Spencer Foundation to support a researchers' roundtable focused on teacher and teaching issues in the Southeast. In particular, the purpose of the Southeast Teaching Quality Research Network will be to:

- Establish and strengthen channels for rigorous examination of current research on teacher and teaching quality in the region and expand researchers' skills through peer consultation;
- Facilitate communication among an interdisciplinary team of researchers who will share ideas, data and methodologies as well as develop a means to make larger data sets more available to each other across the region; and
- Enhance the capacity of a regional network of university-based faculty to undertake educational research that can develop timely and policy-related data and information, especially in light of the Title II Teacher Enhancement Grant Awards in the Southeast.

The work of the researchers' network and roundtable members will support a number of teaching and teacher-quality goals outlined in Teaching Quality in the Southeast: A Call for Regional Action.

It is not an accident that the Southeast is recognized as an important engine of the nation's economy. Many states in the region have used public education as a primary vehicle for economic growth and are recognized as national leaders in new investments in school reform. At the same time, the Southeast continues to lag behind the nation in academic achievement — although a number of states, like North Carolina, lead the nation in achievement growth in the 1990s. The Southeast Center for Teaching Quality is committed to harnessing the region's commitment to public schools through a focus on teacher quality that will yield the kind of gains and sustained progress that states need for economic viability and that students need to become productive members of our workforce and society.

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Appendix A

Summary of State Title II Teacher Quality-Enhancement Program Priorities

The following is a description of each state's priorities, as revealed in their respective Title II proposals submitted to the Southeast Center for Teaching Quality for review, and does not reflect the full extent to which each state is addressing teacher-development reforms. These descriptions and analyses are intended to be illustrative, not exhaustive, and serve as a basis for further work to be done in this area.

Alabama

Alabama's plan calls for two major priorities:

1. Strengthen teaching standards and evaluation, as well as professional development.

Alabama's proposal calls for strengthening its teacher-development system, including the revision of its new evaluation system, PEPE. The state's plan includes launching a PEPE advisory committee that will collect evaluative information about the existing PEPE program, select consultants, design and conduct training, develop a revised PEPE pilot model and select schools for the pilot. The plan calls for PEPE to be more closely aligned with INTASC and NBPTS standards and processes. The plan also calls for a specific intervention program for teachers who receive a less-than-satisfactory evaluation. It also calls for a systematic study of existing teacher intervention programs that will lead to changes (including piloting of new approaches, identifying peer coaches and teachers, designing training, creating and assessing pilot sites). Part of this effort is to build new-teaching standards, based on the state's Reading Initiative, that will in turn translate into new-teacher qualifications and training. The plan calls for creating new pre-service and in-service licensure requirements and ensures that the state has a sufficient number of reading specialists for all public schools.

2. Develop and establish a statewide teacher induction and mentoring program for first-year teachers.

The state's plan includes launching an induction advisory committee to collect information on local induction programs, which will be used to reform statewide teacher education and induction. The plan calls for developing a pilot model, selecting consultants, developing criteria for mentors, designing professional development and creating partnerships with school districts and higher education.

Florida

Florida's plan has identified three priorities:

1. Support learning communities and professional-development schools to improve linkages between schools and universities.

Currently, Florida is trying to build on existing efforts to support professional-development schools to avoid the dichotomy between theory and practice. The Genesis Academy for Teaching Excellence (GATE) at Florida Atlantic University is currently modeling effective professional-development schools in three districts. Key to the success of PDSs in the state is the underlying belief that professional development in PDSs applies to university faculty and school principals, as well as school faculty and pre-service teachers, and the notion that teachers are key to educational renewal.

2. Support the increased involvement of university arts and sciences faculty in pre-service teacher preparation to ensure that students get sufficient grounding in content areas.

To provide time for multiple internship experiences and adequate content-area training, some universities in the state require five-year master's-level training for most secondary programs. The University of West Florida has moved to master's-level programs for most of its secondary programs, while Florida Atlantic University secondary-education students earn a baccalaureate in a specific discipline. The Board of Regents is beginning the dialogue between the arts and sciences and teacher-preparation programs by holding joint meetings of school deans to discuss and address strengthening teacher education in the State University System. The Coalition for Improving Mathematics and Science Education has been established to support policies and programs that promote improvement in the teaching and learning of science, mathematics and technology in the state's schools.

3. Support increased content training at community colleges.

Because many State University System students in elementary education, early childhood education and special education receive most of their content training at the community college level, the institutions have begun engaging in curricular reform to ensure that graduates from teacher-preparation programs have sufficient grounding in content knowledge. The Common Prerequisites Committee for Education, a group of representatives from the State University System and Community Colleges, recently increased the prerequisite content requirements for students entering elementary, early childhood and special education. Each state-approved teacher-education program is moving toward an outcomes-based approach that expects graduates to be able to demonstrate the Florida Educator Accomplished Practices, the state's professional development standards.

Florida's plan proposes five outcomes:

- Improved student performance on state-mandated criterion-referenced achievement measures that are aligned to state curriculum standards;
- Changes in teacher-preparation programs to include increased content knowledge that is connected to the state curriculum standards, plus more internship experiences for graduates;
- Statewide plan for new-teacher assistance and support options that can be differentiated to meet the needs of districts and new hires;
- System of data-driven professional-development programs that targets increased academic content knowledge and content-specific pedagogy (particularly litera-

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cy), increased use of technology for classroom instruction and management of data, and increased use of student performance data for school improvement planning and classroom decision making; and

Increased delivery models for professional development including using the teacher as trainer, telementoring and Web-based/interactive technology opportunities.

Georgia

Georgia's plan has identified eight priorities:

1. Balance supply-and-demand problem.

The state will establish the Georgia Teaching Force Center to develop a data system that tracks teacher supply and demand by subject area, student enrollment projections, supply and demand for mentor teachers, teacher attrition, out-of-field teaching, teacher working conditions and the utilization of HOPE scholarships for teaching. In addition, the center will serve as a clearinghouse by identifying for districts qualified teaching applicants and teacher experts, and it will serve a marketing function by identifying potential student and second-career recruits. The Teaching Force Center will promote two programs – the Advanced Academies for Prospective Teachers and Business to Teaching, which target teacher recruitment to fulfill shortages by subject area as well as geographic region.

2. Decrease teacher attrition.

The Georgia Partnership for Excellence in Education, local schools, regional education centers and the university system will collaborate to define the conditions necessary to support teacher success and retention and conduct statewide public forums focused on creating conditions to ensure quality teachers for all students. Three programs will be initiated to decrease teacher attrition: The Office of School Readiness will offer incentives for teachers to remain in the classroom; the Professional Standards Commission will implement an induction program for all first-year teachers; and universities will provide their graduates with a second year of mentoring in collaboration with the schools where graduates work.

3. Decrease out-of-field teaching.

Policies will be initiated to end out-of-field teaching by defining and enforcing new teaching standards, including the requirement that pre-K teachers have at least a two-year college degree and that K-12 teachers have at least 15 hours of collegiate study in a subject they are teaching. There will be targeted courses for out-of-field teachers in 2000, starting with middle schools, the area of greatest need. Changes in certification requirements will be phased in through 2006.

4. Change certification requirements.

The Professional Standards commission (PSC) will initiate a new policy to raise requirements for certification and link certification to teacher performance. New-teacher standards will be in place for early childhood teachers, with optional concentrations in K-5, middle grades and school leadership. More content and content-specific teaching knowledge will be required for all teachers, including more academic preparation for elementary school teachers. Middle school licenses will be confined to an area of concentration (i.e., no more broad field licenses issued). The state is in the process of raising its PRAXIS I and II scores. For certificate renewal, teachers will no longer be able simply to complete course credits – currently 10 college credits every five years. Teachers will have to demonstrate measures of satisfactory performance and student achievement and develop an approved professional-development plan that is tied to their school-improvement plan. A Teacher Support Specialist Certificate, devised from the propositions of the National Board for Professional Teaching Standards, will require teachers to serve as mentors in the newly designed performance-based licensing system, because mentor teachers must be given time to *mentor. The state has developed criteria for becoming a mentor,* including satisfactory performance assessment, graduate work in a discipline appropriate to the teacher's assignment, an approved professional-development plan tied to the school-improvement plan and knowledge of the academic field in which the new teacher is teaching.

5. Raise admission standards into teacher preparation.

In 2000, the PSC will raise base scores for PRAXIS I. The new requirements for entry into teacher preparation include a cumulative 2.5 GPA on all college courses as well as in the academic core. The Georgia Teacher Center will examine the effects of these new policies.

6. Content knowledge for new teachers.

Arts and sciences faculty, education faculty and partner schools will have responsibility for the quality of teacher preparation on each campus. STEP will be expanded from three to 10 campuses. Seminars will be conducted on campuses to support teacher candidates' performance on the PRAXIS II exams. Elementary and middle school teachers graduating from the state university system will be required to earn more upper-level college course credits in the arts and sciences.

7. Focus teachers' professional development and graduate degrees on content-specific pedagogical practices.

The Office of School Readiness, U.S. Department of Education (DOE) and Georgia Partnership for Excellence (GPEE) will offer statewide incentives to schools that focus their professional development in areas related to improving student achievement, ending social promotion and stemming out-of-field teaching. The GPEE and DOE will provide $100,000 per year to the 10 schools that best exemplify professional development tied to their school-improvement plans and the three focal areas. Of the 10 recipients, the schools making the most progress in these areas will be invited to mentor schools identified as low performing.

In addition, state universities will align their graduate programs with core propositions of the National Board for Professional Teaching Standards, require partner schools for clinical training and provide mentoring and professional development to their teacher-education graduates through their first two years on the job. Principal leadership academies will be offered to promote new administrative competence to support teacher and student learning.

8. Increase accountability for teaching quality.

The Teachers Bill of Rights will constitute the conditions that need to be in place in schools to promote teacher success in improving student learning. By 2004, all public teacher-preparation institutions must provide a guarantee that all new teachers have demonstrated success in bringing students from diverse groups to high levels of learning. State report cards on teacher quality (Teaching Force Center) and teacher preparation (PSC) will be published. The guarantee takes effect in 2004. Since 1991, the Board of Regents required all universities with teacher-preparation programs to be NCATE-accredited.

Kentucky

The Kentucky plan has identified three major priorities:

1. Create a New-Teacher Assessment and Support System.

The state would create a network that develops and manages a performance-based licensing system. Regional service centers (RSCs) would be established where new teachers are required to demonstrate competency on the state's on-demand teaching tasks (developed in 13 teaching or subject areas). Four work groups will be created to implement this assessment system, which will require advancements in the tasks themselves, scoring rubrics, training materials, and the identification and training of assessors. These on-demand tasks would be used for the continuous assessment of teacher-education students and will be complemented by the "work sample methodology," where teacher-education students and interns are required to measure and report student progress over a three- to six-week unit of instruction.

2. Develop a Kentucky Teacher Academy System.

The state would develop a teacher academy system that helps improve student learning by supporting professional growth among teachers, increasing teacher knowledge and enhancing pedagogical skills. The teacher would become a part of a group that meets for a minimum of three years to incorporate in-depth learning experiences in core content areas, experiment and reflect upon teaching practices and work with peers in an established network. The academy system would create interactive and hands-on one- and two-week summer institutes co-developed by teacher participants, KDE consultants and higher education faculty. Built from the model created by the National Faculty, the summer institutes will launch a series of follow-up professional-development opportunities throughout the school year. The academy system may support teachers taking the National Board. The academies will support the development of electronic media to link teachers, materials and teaching strategies. Teachers' improved content and teaching knowledge as well as their students' performance on state and national achievement tests will evaluate the academies' effectiveness.

3. Create a teacher supply, demand and quality data system.

Kentucky plans to develop a teacher and teaching data system to ensure that teachers are being properly employed in their fields of training, gauge supply-and-demand imbalances, determine what type of professional development and educational support teachers need and examine the effects of professional development on student achievement. The system would monitor how student learning is aligned with teacher quality, and help determine if the strategies being used are effective. Some of the specific data needs already identified include: teacher and administrator salaries relative to other occupations, teacher working conditions, factors affecting attrition, the impact of teacher scholarships and loans on teacher supply, and teacher performance and student achievement. Institutions, agencies and local districts will be assigned stewardship or custodial roles for the data system. Indicators and definitions still need to be clarified and agreed upon across institutions.

Louisiana

Louisiana's plan calls for three priorities:

1. Create a comprehensive statewide system linking teacher and student standards.

Louisiana's proposal calls for a collaborative effort among the governor's office, Board of Regents, State Board of Elementary and Secondary Education (BESE), the State Department of Education and a soon-to-be-established blue ribbon commission on teacher quality. The state commission will have the authority and responsibility to recommend new policies on teacher education, licensure and certification, professional development, recruitment and retention. The commission will develop a five-year plan to be implemented by all state agencies to link teacher and student standards. The proposal calls for the creation of performance-based teacher-education accountability, the reduction of issuing substandard teaching licenses and the increase in the recruitment and retention of teachers. However, the proposal does not specify particular approaches that will be taken to achieve these objectives.

2. Strengthen the quality of teacher preparation.

Reporting to the state blue ribbon commission will be five teacher-quality consortia, each concentrating in a major subject area. The consortia will bring together state and national experts, college faculty, classroom teachers and parents to arrive at new subject-specific performance indicators and performance-based assessments for teachers in teacher-preparation programs. Colleges and universities will apply for Title II sub-grants to support the redesign of their teacher-education programs. In doing so, the proposal calls for new unspecified requirements for arts and sciences and education faculty to collaborate in redesigning curricula in teacher-education programs. Teacher-performance standards, indicators and instruments will be developed — for novices and veterans alike. The state has participated in the INTASC development process. However, the proposal is not clear as to whether the INTASC products will be used or adapted. The plan calls for the use of ETS' principles of teaching and learning to be used as one measure. (This assessment is being phased out and will be replaced by the more performance-oriented Test of Teaching Knowledge in late 2000.) College and university performance will be revealed through a state-developed teacher-education report card.

3. Create a new rigorous teacher licensure system linking K-12 and higher education reform.

The state plan calls for strengthening the requirements for teachers to move from initial license to a professional, then advanced one. This three-tiered approach appears to be in line with what the NCTAF report called for and what most Southeastern states are developing. However, there is little detail and elaboration as to the processes that will be used to meet the stated objectives.

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Mississippi

Mississippi's plan has five priorities:

1. Redesign state teacher license and certification requirements in light of student curriculum and assessments;

2. Develop innovative ways to hold higher education accountable for preparing teachers with appropriate knowledge and skills;

3. Establish innovative ways to reduce teacher shortages, especially in high poverty and rural areas,

4. Improve teacher accountability through performance-based compensation; and

5. Enhance professional development for teachers linked to curricular and accountability issues related to ending social promotion.

The analysis is expected to yield new insights into redesigning pre-service teacher education as well as formally creating a P-16 initiative in the state much like the ones Georgia has created, Kentucky is initiating and South Carolina is proposing. The goal of the first year's analysis is to have a new understanding of teacher needs to ensure that every child has quality instruction as well as develop a comprehensive plan for linking key components of change with support. The plan does not call for specific changes such as those outlined in other state proposals.

North Carolina

The North Carolina plan has identified four priorities:

1. Fully implement performance-based licensure requirements for the state's initially licensed teachers (ILTs).

By June 2000, new teachers will have to show that they have the requisite knowledge, skills and dispositions necessary to maintain and progress in their position. It is projected at this time that the state will need to assess the performance of at least 5,000 new teachers or initially licensed teachers (ILTs). Each ILT must prepare a performance-based product, built from INTASC standards, that represents his or her best work. Evidence is gathered over time through a systematic process of reflection and is then submitted for review. The rationale for the PBL portfolio approach is that it offers the beginning teacher the autonomy and responsibility for developing a product that reflects his or her teaching. While ILTs who pass the PBL process will receive an automatic 11% pay increase, lateral-entry teachers may not have to pass the same assessment (and standards) under current policy.

The grant will support the hiring and preparation of eight field specialists to work in the different regions to train 1,800 portfolio assessors and evaluators, who, in turn will assess the portfolios of new teachers. Field specialists will meet monthly for coordination and professional development, and each will attend at least one state, regional or national conference annually to present lessons they have learned about the state's PBL process.

2. Align teacher-preparation programs with the state's student-accountability standards.

To align its teacher-preparation programs with the state's student-accountability standards, the state will assemble discipline-specific panels of arts and sciences faculty, teacher-education faculty, and NBCTs to link teacher and student standards, develop a comprehensive plan to ensure standards-based professional development, provide professional development for teacher-education faculty and develop Web-based instructional modules.

Six discipline-based panels will examine state student-curriculum standards, national professional curriculum standards (e.g., NCTM), INTASC and national board teaching standards, and PRAXIS (teacher) exam requirements to determine what teachers need to know and do to help the state's students meet the new standards. DPI has the responsibility for developing a statewide strategy to help prepare in-service teachers to support students in meeting new standards. However, as indicated previously, there is no database to ascertain the extent to which current teachers know what is needed to help their students meet the new standards.

3. Use national board-certified teachers as clinical IHE [what is IHE?] faculty in training and supporting the state's mentor teachers.

North Carolina plans to identify and use 30 national board-certified teachers as clinical IHE faculty in training and supporting the state's 11,000 mentor teachers. These clinical faculties would work with the mentor and clinical teachers in the public schools in partnership with the 15 [why not 16?] public universities that are part of the University of North Carolina system. They would develop materials and deliver workshops on effective mentoring, portfolio development and portfolio assessment for both mentor and clinical teachers. The 30 clinical faculty members would work under the auspices of the N.C. Department of Education.

New teachers, who require both assistance and assessment, are not evenly distributed across schools and districts statewide, which will place a greater strain on particular school and university partnerships in providing the necessary support for new teachers. In turn, the NBCT mentors only will be affiliated with the state's 15 public universities that prepare teachers and not the other 32 private IHEs that offer teacher education.

4. Create an Alternative-Licensure Network to attract and recruit skilled professionals into teaching.

After an intensive summer experience, program participants would be able to begin teaching while pursuing the appropriate license through a supervised yearlong program of accelerated academic study and on-the-job training. IHEs would develop on-line support and Web-based teacher-training modules. Bi-weekly seminars and on-site support also would be provided. The alternative-route teachers would be expected to complete the portfolio requirements of other new teachers. Centers would be located in six regions and serve as clearinghouses where alternative-route candidates could access information and receive counseling on how best to earn a license. Field directors would also try to recruit lateral-entry participants by contacting businesses, firms and marketing services.

South Carolina

South Carolina's plan calls for six priorities:

1. South Carolina Teacher Quality Coalition.

The South Carolina Teacher Quality Coalition (SCTQC) will report to the governor, the state superintendent of education and the executive director of the Commission on Higher Education. The coalition will consist of appointed people from IHEs and K-12 educators — including national board teachers, teachers of the year, administrators, legislators and members of the business community — who

would meet quarterly. While the SCTQC does not have governing authority (or specific legislative charge like the newly emergent P-16 councils), it would develop recommendations to be used to drive a policymaking process.

2. S.C. Governor's School for Excellence in Teaching.

The school's goal will be to provide state-of-the-art professional development for P-16 educators, to provide a laboratory where K-16 educators can observe best practices in use and to provide a place for training teacher trainers. Teachers may attend one-day seminars or weeklong institutes. This program will be initiated with summer programs, then extend year-round. The SCTQC will be the governing board for the governor's school. Professional-development programs will be based on National Council for Staff Development standards, and workshops will be offered to help teachers prepare for national board certification. Teachers and college faculty will be encouraged to attend in teams, with educators in under-performing schools given priority. The school will also develop a Web site to distribute information. Part of this effort will include collaborative work with the SCETV to tape and air programs offered at the school.

3. Teacher-preparation standards and assessments.

The state will field-test the INTASC Test of Teacher's Knowledge as well as pilot the INTASC portfolios in science and art. South Carolina will work on aligning teacher and student standards, using the same concepts and processes employed by Georgia and other NCTAF partners in its STEP initiative. This effort is intended to change teacher-preparation programs such that arts and sciences faculty and school of education faculty will share responsibility in preparing new teachers. IHEs will participate in a three-year systemic review of teacher-preparation programs to ensure that the curriculum is in alignment with implementation of standards and state policy. After completing the alignment analysis, IHEs in the state, much like those in Georgia's regent system, will be encouraged to provide a guarantee for graduates and retrain those graduates who, within the first two years of teaching, are less-than-effective at helping students make satisfactory progress. Graduates will be retrained at no cost to the graduate. The state proposes that data from a new performance-based licensing system be used to provide feedback to colleges and universities.

4. Strengthen clinical experiences for pre-service teachers.

The state would like to expand the network of PDSs so that each college or university has at least one. The state proposal specifically increases the number of secondary and middle school PDSs in order to deepen their clinical experience. The proposal speaks to using NCATE's new professional-development school standards as a means to benchmark the PDSs, but no specific plan was noted. However, the proposal calls for a cost-benefit analysis of current methods of teacher education and the feasibility of shifting to a more clinical model (including the more extensive use of PDSs).

5. Three-tied performance-based licensure system.

The state proposes to strengthen the requirements to move from an initial certificate to a professional certificate, plus to add a certificate for master teachers. Its proposal, which focused on a more tightly defined three-tier licensure process, mirrors several others in the region. The state proposes to raise GPAs required for entry into teacher education, raise cut-off scores on the PRAXIS exams and develop actual performance assessments. In 1998, the state created ADEPT, an evaluation system for new teachers that draws on INTASC standards. But, as revealed in a recent state report on teaching, ADEPT does not provide for extensive training of content-specific teacher experts who would serve as mentors and assessors. No data are available on the effectiveness of ADEPT. The state proposes to require its new teachers to complete the INTASC portfolio assessments before being issued a professional license. It is unclear how the state will develop a cadre of trained mentors and assessors.

6. Revise re-licensure.

The state proposes to develop a performance-based compensation system that is tied to re-licensure. To test its practicality, the plan calls for a two-year pilot with five schools. Teachers will be reimbursed for their preparations when they demonstrate their knowledge and skill. (However, the proposal does not specify how these experienced teachers will demonstrate their knowledge and skill.) The proposal does call for the process to be built from INTASC and national board standards and to utilize a professional portfolio as a means for documenting growth and effectiveness. While the proposed Professional Growth Plan does not necessarily link teacher and student learning, earning national board certification will qualify individuals for master-teacher status, exempting them from any re-licensing requirements.

Tennessee

Tennessee's plan calls for six priorities:

1. Improve field-based experiences of teacher candidates by promoting development of professional-development schools.

Three Tennessee institutions of higher education have agreed to make their PDS programs the subject of site visits and analyses to support an effort to promote the PDS model on other state campuses that prepare teachers. The state proposes to study program models and analyze student performance data at the PDS school sites to determine which practices make the greatest impact. The state will then provide a forum for discussing the concept and distribute best-practice and student-impact information. The Tennessee Association of Teacher Education has agreed to facilitate conversation among its member institutions.

2. Build performance-based evaluation and portfolio assessment into teacher-preparation programs.

To support the state's effort to include the portfolio-assessment process into teacher preparation and make the transition to performance-based licensing, the state proposes to train university faculty in the use of the new Tennessee Framework for Evaluation and Professional Growth (INTASC-compatible standards). The state will work with INTASC and participate in a three-year Teacher Preparation Standards and Assessment Project. The state's team for the project will be comprised of the SBE's assistant director for teacher education and accreditation, senior faculty members from public and private programs and a lead classroom teacher. Through this project, the state aims to better prepare higher education faculty to assess students and to move toward performance-based licensure through teacher-education candidates.

3. Develop and implement a strong beginning-teacher mentoring program.

The state proposes to design and launch a yearlong mentoring program for inexperienced teachers. With between 12% and 15% of new teachers leaving each year and one out of three departing before their fifth year in the profession, the state seeks to develop a support program that will reach 2,300 new teachers annually. The state seeks to convene a task force to study models both in the state and across the nation

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and to identify pilot systems for the program. Systems with high levels of teacher-turnover and student-poverty rates and low levels of student achievement will be targeted. Beginning in the spring of 2000, the SDE will train mentor teachers and their principals in model strategies. In 2000-2001, trained mentors will work with new teachers, the SDE will promote the program across the state and 150 principals will be trained in the mentoring process. The state also plans to track job satisfaction and retention of new teachers in the program and network mentors for support.

4. Redesign the state's professional-development program and build capacity in local schools.

The state proposes to redesign its current professional-development program to better meet the needs of teachers and support the state's priorities. In addition, the state will focus its efforts on increasing the capacity of local schools and educators to build a program of continuous professional development and analyze available data to define professional-development needs. The project would begin with a research effort to identify best practices and do comparative analysis to redesign current state policy and practice. Following the research phase, nine schools will pilot a program in 2000-2001, with 150 school sites joining the pilot sites the following year. Participating schools will receive training in planning professional development, specifically using teacher and student data to identify professional-development needs. Sites will be encouraged to use the school-extension option for professional development and teachers will be given two hours of substitute time a month. The state will disseminate a collection of best practices statewide through conferences and the Internet.

5. Improve the efficiency and accessibility of the state's alternative-licensing program.

To address the problems in implementing the post-baccalaureate alternative-licensing program and increase enrollment numbers, the state proposes to work with the Tennessee Association of Colleges for Teacher Education to identify problems involved in preparing candidates in the post-baccalaureate program and in preparing better guidelines. The goal is to better serve prospective candidates for the program by designing course requirements that take into account their experiences and their preparation needs.

6. Make the process of transferring licenses from other states more efficient.

Because of problems the state has faced in recruiting teachers from other states, Tennessee will convene representatives from the SDE Offices of Teacher Licensing, Teacher Education and Accreditation, Training and Professional Development, the SBE, institutions of higher education, local education authorities and classroom teachers to study and propose changes to the system. The state seeks to increase the number of out-of-state candidates for apprenticeship licenses and reduce the number of permits and waivers issued by local districts.

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Invited Members of the Advisory Board of the Southeast Office of the National Commission on Teaching & America's Future

Tom Blanford, *Executive Director, NC Teaching Standards Commission*
Johnny Brown, *Superintendent, Birmingham City (AL) Schools*
Jeanne M. Burns, *Office of the Governor (AL)*
Deborah Childs-Bowen, *Director of Urban Education & Teacher Leadership, SERVE-Atlanta*
Charles Coble, *Vice-President for University-School Partnerships, University of North Carolina-General Administration*
Lynn Cornett, *Senior Vice-President, SREB*
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